A331-1
Aegean and Ancient Greek Art and Archaeology

Fall Semester 2019
CB-3
Mondays/Wednesdays, 8:45-10:20 AM

Course Instructor: Hüseyin Çınar Öztürk
Hours Available: Immediately after class or by appointment
1. Course Description

This course is designed to give the student a comprehensive overview of the art and archaeology of Greece and the Aegean, from the Old Stone Age to the end of the Roman Period. The main objective of the course is for the student to develop a diachronic and multi-faceted understanding of the evolution of human culture in the region.

The somewhat overlapping disciplines of art history (the study of stylistic traits and historical contexts of objects of art – architecture, painting, sculpture, and many more minor arts and crafts) and archaeology (the study of past human activity through analyses of material culture) will establish the backbone of this course. It should be kept in mind, however, that these disciplines are not means to their ends, but merely tools to understand societies of the past. Material culture should not, and, in fact, cannot be analyzed in isolation: environmental, economic, social, and biological factors all play a role in the genesis of ancient societies. Therefore, whenever necessary, linguistic, anthropological, environmental, or purely historical information will be provided by the instructor or by the readings, in order for the students to acquire a comprehensive perspective on the processes through which ancient civilizations were born, flourished, transformed, and, eventually, died out.

In addition to the core material, several special topics will be covered throughout the semester on specific days (highlighted in the class schedule, see below). These topics may or may not be directly related to the core material of the day, yet they will always present crucial complementary information on the ancient cultures that we study.

In its overall framework, the course will progress chronologically, as much as possible.

2. Course Resources and Activities

Rather than a particular textbook, we will be using chapters and articles from recent and up-to-date publications or classic authoritative volumes on specific subjects. The readings, lecture slides, and hand-outs distributed by the instructor will be regularly posted on Moodle as PDFs. Physical editions of most of the readings can be found at the CYA library. For certain days, in addition to or in lieu of the readings, you will be asked to watch a video of an academic talk given by a specialist of the subject.

Being in Greece, we have the invaluable opportunity to see most of the monuments and artifacts that are relevant to our course. Consequently, half of our classes will take place at archaeological sites and museums. Please keep in mind that you will need to take copious notes during the on-site classes. However, you do not need to take photos since you will receive a visual study-guide before the exams on the most important artifacts and monuments that we will visit during the on-site classes.

Archaeological sites and essential works of art displayed in the museums that you will be lectured on during the field trips to Crete and the Peloponnese are another vital part of this course. After each of these trips, you will receive a textual and visual study-guide on specific monuments and artifacts that you will need to know in detail.
3. Learning Objectives:

Upon the successful completion of the course requirements by the end of the semester, the students will be able to:

- Identify different types of ancient artifacts and monuments from the Mediterranean,
- Make an educated guess regarding their style, function, rough date, and often their historical context,
- Develop an in-depth perspective on human existence and progress (or the lack thereof) taking the long-term processes into account,
- Compare the civilizations of the past and their problems with today’s society and its problems, and see the modern world through the lenses of many millennia of human experience.

Equally important, it is also the instructor’s sincere hope that you will also be able to:

- Immediately identify antiquity-related quasi-correct and pseudo-scientific remarks of poseurs,
- Make sophisticated comments on the social, economic, and cultural evolution of past societies, in case you find yourselves at a posh tea party with people wearing bow-ties or turtleneck tops; if it really comes to that, utilizing terms like *longue durée* or *contrapposto*.

4. Course Requirements

**a) Exams:**

**Midterm Take-Home:** Visual ID, short answer, and essay questions will be posted on Moodle on Monday, October 14th, at 5 PM. The answers must be submitted via e-mail by Friday, October 24th, 5 PM.

**Final In-Class Exam:** The in-class section of the final exam will consist of visual ID, short answer, and essay questions. There are no make-ups without an authoritative excuse and written documentation such as a note from the Director of Academic Affairs or a physician.

**b) Conference & Poster Presentation:**

Three class days towards the end of the semester will be devoted to conference sessions. The students will select a specific topic on antiquity OR its connection to the modern world and will orally present their research in the CYA auditorium, for approximately 13-15 minutes. A Q&A session will follow each presentation. See Class Schedule below for relevant dates. Following the enigmatic tradition of academic conferences, mediocre quality coffee and nearly edible cookies will be provided by CYA.

**c) Poster presentation:**

A poster presentation summarizing the student’s research should be submitted to the instructor via e-mail by Wednesday, December 11th. The posters will adorn the walls of the academic center until the end of the semester for your peers to drink from your fountain of wisdom.

Some potential topics for the conference presentation/poster assignment are listed below.

*Antiquity and Cinema:* Several movies on antiquity are analyzed regarding their historical/archaeological accuracy (Troy, 300, Hannibal, Agora, Exodus, etc.). Discussion questions may include: How faithfully are the ancient cultures represented? How are the historical personages portrayed? How beneficial are these movies for the general public in kindling interest in antiquity? Why are Roman generals talking in Queen’s English and beggars in Cockney accent?
Social Hierarchy and Inequality: The rise of socially stratified societies is analyzed through the lenses of our course material. What is the role of agricultural surplus? Are modern hunter-gatherer populations of South America, Africa or Papua always egalitarian? What is the role of warfare? Were hunter-gatherers living in peace? What does the future hold for humanity? Is inequality amongst humankind inevitable?

Athenian vs Modern Democracy: Radical Athenian democracy of the 5th c. BC, with all its elements (direct, representative, judicial, etc.) is compared to modern representative democracies. Was it truly a democracy in the original meaning of the word? Are modern western democracies real democracies in the original meaning of the word? What is the role of generals/military – then and today? What is the role of demagogues – then and today? How does the Delian League under the control of democratic Athens compare to modern political and/or military alliances?

Sexuality in the Ancient World: What was the perception of proper sexual behavior in antiquity? What was the role of concubines in symposia (banquets)? How was homosexuality perceived? Was there a difference between the public perception of male and female homosexuals? Does it differ from polis to polis? How does it compare to the modern world and LGBTI rights today?

Ancient monuments and international laws on antiquities: The instructor will have already briefly covered the “Elgin Marbles” controversy (see class schedule). Group members should look at several case studies where ancient monuments/artifacts are exhibited in a foreign country without the consent of the home country (several artifacts in the MET, Zeus altar of Pergamon in Berlin, Egyptian collections in the Louvre, Italian collections in the British Museum, etc.). What is the position of Unesco? What are the arguments of governments? Ethically speaking, should all antiquities be returned to their country of origin? If MET, British Museum, Louvre, Glyptothek, etc. give back all foreign antiquities, how would that affect ancient studies in general?

Ethnicities, migrations and refugees – then and now: Nation is a modern notion, according to many a fluctuating social construct, rather than a concrete reality. How did ancient ethnic groups perceive themselves and others? Can we define ethnicity? What were the causes and consequences of population movements in prehistory (e.g., Bronze Age population movements) and ancient history (e.g., migrations to Cyprus or western Anatolia in the Iron Age; Greek and Phoenician colonization in the 8th and 7th c. BC; early medieval movements to Greece)? What are the reasons for and consequences of today’s population movements (e.g., from Syria to Europe, from Mexico to the U.S., from Indonesia to Australia, etc.)? What can the example of the past teach us in understanding today’s situation?

e) Reading Questions: 15 times throughout the semester, you will receive a question one day before a class day, around 5 PM, about that particular day’s readings. You will then write your answer and bring it to the classroom the following morning or email it to the instructor before the class. A discussion will follow.

d) Class Participation: The knowledge of readings, frequency and quality of the questions raised, contributions to in-class discussions, and your attendance will determine your class participation grade.

e) 400 level upgrade requirements: In order to upgrade the course level to 400, if you choose to do so, you will need to write a research paper (4000 words minimum, excluding the bibliography), using both the CYA library and the Blegen Library at the American School of Classical Studies at Athens (see http://www.cyathens.org/101/1/library/ for details).

The paper should focus on a narrowed-down, specific topic and will require extensive academic research, for which you will need to do a considerable amount of additional reading. You will receive a lengthy list of topics to choose your research topic from or, alternatively, you may propose the instructor an original
research question yourself.

5) Grading and Evaluation

Your grade for this course will be based on the following distribution:

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6) Site Visits

More than half of our meetings will be held at various sites and museums, which we can enter for free as a group. Always bring your student ID. Collecting the student IDs, getting the free tickets, occasionally leaving our backpacks at the museum cloakrooms and walking to our lecturing destination will take time. Unless announced otherwise, please be in front of the site or museum of the day at precisely 8:40 AM so that the lecture can start by 8:45 AM. We will not wait for latecomers.

The weather in Athens in the spring is unpredictable, so be prepared for rain, wind, or intense sun. If it is a site visit, always wear good walking shoes, since most monuments are accessible over rocky terrain which may be slippery or in other ways unpleasant to walk on. Although critical judgments on footwear fashion are not tolerated in our classroom, experience suggests that flip-flops, high-heels or cowboy boots with pointy tips are all inconvenient for site visits.

7) Use of Laptops and Tablets

In-class or on-site use of laptops and other devices is permitted if that facilitates course-related activities such as note-taking, looking up references, etc. Laptop or other device privileges will be suspended if there are not used for class-related work.

8) Attendance Policy

Only one unexcused absence will be allowed. Further unexcused absences will lower your final grade. Please contact the Director of Academic Affairs in case of an absence due to illness.

9) Accommodations for Students with Disabilities

If you are a registered (with your home institution) student with a disability and you are entitled to learning accommodation, please inform the Director of Academic Affairs and make sure that your school forwards the necessary documentation.